

## Crafton Hills College - Outcomes Assessment Report

**Institutional Learning Outcome:** Information Literacy

**Assessed:** 2022-2023

### ***Learning Outcomes Statement***

Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.

### ***Means of Assessment (Measurement Method)***

Students were assessed during either the Fall 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 336 sections and resulted in a total of 5,368 assessments.

### ***Summary of Evidence***

**Table 1: Number and Percent of students scoring 3 or Higher on the ILO.**

ILO #	Institutional Learning Outcome	# 3 or higher	% 3 or higher
5	Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	4154	77.38%

### **List of courses where outcomes were mapped to the ILO (101 Unique Courses).**

ANAT-150	CIS-140	HEALTH-265	MATH-103	POLIT-100
ANAT-151	CIS-161	HIST-100	MATH-110	PSYCH-100
ANTHRO-107	COA/N-605	HIST-100H	MATH-110H	PSYCH-111
ART-100	CSCI-110	HIST-101	MATH-115	PSYCH-120
ART-102	CSCI-120	HIST-107	MATH-200	PSYCH-201
ART-103	CSCI-230	HIST-170	MATH-250	SOC-130
ASL-200	CSCI-240	HIST-170H	MATH-251	SOC-132
ASTRON-150	EMS-103	HIST-171	MATH-252	SOC-141
ASTRON-160	EMS-152	HIST-171H	MATH-265	SOC-141H
BIOL-100	ENGL-101	HIT-101	MATH-910	SOC-145
BUSAD-105	ENGL-101H	KIN/F-105A	MATH-915	THART-100

CD-105	ENGL-102	KIN/F-109A	MULTI-100	THART-108
CHEM-101	ENGL-108	KIN/F-121A	MULTI-111	THART-120
CHEM-150	ENGL-152	KIN/S-148A	MULTI-131	THART-134X4
CIS-101	ENGL-152H	KIN/X-170CX3	MULTI-211	THART-179
CIS-105	ENGL-155	KIN/X-171CX3	MULTI-230	THART-205
CIS-109	ENGL-155H	KIN-200	MUSIC-100	THART-226
CIS-113	ENGL-261	KIN-231	MUSIC-102	
CIS-130	ETHS-107	LRC-900	MUSIC-133	
CIS-132	ETHS-132	MARKET-100	PHIL-101	
CIS-137	GEOG-110	MATH-102	PHIL-101H	

### ***Use of Results/Proposed Actions – Individual Submissions***

1	<p>25% of active students in class failed. 75% of active students in class passed. Thus target was met for all SLO's.</p> <p>Students coming to Crafton Hills College after COVID-19 are not up to mathematical standards after graduating high school. The passing and failing rates are due to students not understanding the rigors of college mathematics, not having good study habits, thinking that college is like high school and will be passed through with no consequences, and having bad note taking skills. We will see this type of student for the next several years.</p>
2	79 respondents! We saw a slight decrease; however, open ended comments were not helpful in determining the issue. We think it could be because we saw about 1000 students with only 30 tutors across all subjects, so students may have had a more difficult time in talking with a person at leisure
3	910 class was a bit spread out on the schedule which was a bit difficult to plan around but the extra time definitely let us go into more detail on topics.
4	A major success for this class was getting the students prepared for a career in Kinesiology and having them document a career path and how they are going to reach their educational and career goals. The students expressed this helped them define a path and how to pursue each one. In the future, I would like to incorporate more in-class projects to have them utilize what they have learned in class and use practical application to demonstrate the importance of each lesson.
5	Add an additional unit to focus on NoSQL databases more thoroughly
6	Add to final project presentation video to make it more robust.
7	Added a written discussion component to ensure that reading was being completed; will continue if assigned this course again.
8	Added new content. Noted improvement in class performance
9	After meeting with [name] regarding how I evaluate my SLOs, I moved my measurement from the midterm to the final. I create a final exam question that mimicked the midterm exam to see if there were improvements and sure enough, that worked perfectly. The students took the information they learned from the midterm and applied that learning to their final exam and the results were exactly what I wanted. I will continue to evaluate in this manner moving forward.
10	After some adjustments made to my instruction to improve SLO 1 and 2, I didn't get the outcome I wanted. Perhaps measuring the outcome at the midterm for those two pieces is premature. I spoke with [name] and discussed other options with regard to objective measurements of both SLOs and we came up with a solution. I will modify the scenario I have

	for the final exam which will have multiple parts. One part will be used to measure SLO 1 and the other part will be used to measure SLO 2. This is an existing question I pose to the students, however, the scenario doesn't have all the same components as the two midterm questions that I have been using. I will modify my final scenario essay question to mimic the same bullet points I have for the midterm.
11	Again I am faced with lower-than-usual numbers. I am always fine with altering what isn't working, and some assignments could well be beyond some of these students, but what I am seeing here is a slightly more alarming version of what's been happening since many of us switched to online instruction: some students, sometimes a fair number of them, find themselves unable to sufficiently apply themselves in the absence of my physical presence. What shall I do? Probably provide a more direct heads up to incoming students, something along the lines of an alert: you must be, I should tell them, more than usually self-sufficient to pass when taking a class online (and you must ask more questions than you might expect).
12	Again, possible COR revision to move it away from general survey class and more toward real-world activity. Also find ways to mesh with child dev program, other majors, etc.
13	Assessment of cardiovascular fitness based on heart rate recovery after exercise to a level of 120 beats per minute or less within one minute of exercise. This student enrolled in this class never attended so Target was not met.
14	Be more effective reaching out to struggling students.
15	Better screening of music-reading abilities at beginning of semester. Clear introduction of music theory terms and procedures.
16	Brainstorm to discuss the solution of the approach to the project in the class.
17	Change some policies for students to complete work they missed at the end of the semester.
18	Changing some information due to new guidelines the students were very engaged and receptive with the information.. this class compared to the late start was interesting to see the change in participation numbers by the end of the class. i will need to reflect and try and make changes from normal start to late start to try and keep student engagement more consistent.
19	Clarification needed on whether the class ought to target classical authors or contemporary, or a balance of both. I teach it as less of a survey course, the current COR leans toward survey.
20	Continue as is.
21	Create more opportunities for students to build on the responses of others, through student feedback. Create more real-world examples.
22	Current actions are sufficient.
23	Development of Program-Level Outcome
24	Different strategies were needed in this semester with two students stating they needed additional resources and teaching strategies to aid in their comprehension and retention of the materials presented. Additional content and before class / after class mentoring was provided to each student which aided in their success in completing the course. In the future, due to the nature of the course itself, being fluid in teaching strategies is essential in every student's success.
25	Due to the fact that this was an online course and contained only one student in the Honor's aspect, it was difficult to have the student lead a discussion of the course material to demonstrate research and mastery. This was overcome by having a number of phone conversations with the student to guide the student and to provide a forum for the student to lead a philosophic discussion based on in-depth research to demonstrate basic mastery.

26	Evening (5pm+) History in person sections have high success rates.
27	Excellent participation and motivation for this fully online class. Excellent SLO assessment. At this time I will not modify the course curriculum or SLOs. Pass rate: 95% Class average: 88%
28	<p>First Aid and CPR Slo modification would be: Demonstrate knowledge and skill to perform basic level First Aid and CPR compliant with (certification organization) compliance in the preparation discipline of Kinesiology.</p> <p>Skill improvement I would like more student involvement in the hybrid format of the In person CPR skill practice and assessment so more students are certified at the end of the course. I am not sure if maybe a Fitness Lab format would be suitable for students to work more around their schedules and for other instructors to gain in person teaching experience to keep their certification while I can complete a "final" assessment to grant or deny certification upon passing the course.</p>
29	Focus more on reading comprehension and note taking skills.
30	For the Honor section of my course, all of my students exceeded the expectation and demonstrated an advanced understanding of the material and the analytical skills to assess it. Thus, I see no reason to alter the assessment tool or rubric for them in the future.
31	Frequent reminders about out of class work requirements.
32	<p>Frequent reminders for out of class work.</p> <p>Give students instructions on how to up Canvas notifications early</p>
33	Given the circumstances in which I took on the course, the entire undertaking involved new strategies and content. I was advised to incorporate more video clips in lecture--I'm making progress in that direction. I tried and will expand the use of discussion groups guided via questions I prepare in advance.
34	Having the support class allowed me to really take my time with these concepts, helping them understand more so than stand alone classes.
35	Honestly, I am at a loss to see these results. Normally, my class does very well. Before attempting to make any suggestions on improving student performance on the SLOs, I want you to know the following information. First, this course was asynchronous. Second, I aligned the SLOs to every final exam question in Canvas. Third, when students completed the final exam I ran the Canvas outcomes analysis report on my final exam which displayed the numbers I entered here into the SLO Cloud. Fourth, I searched the Canvas Community for information regarding how outcome results are tabulated and calculated without much success. Lastly, I am interested in the collected SLO data between asynchronous, synchronous, hybrid, and in-person. Analyzing this data could reveal strategies for asynchronous courses.
36	I am going to try mastery grading next semester.
37	I am happy with the design of this course. I do want to encourage more discussion and I am adding a timeline project.
38	I believe it was a successful class due to the students comradery. Student driven study groups after class.
39	I follow the Honors program outline in addition to the actual course work
40	I had a lot of students stop doing work after the census date. They never dropped the course and that is reflected in my failing grades. The students that stayed involved did well. I will try to keep students on track more for these online courses.
41	I had and assessed 4 students this semester in English 101H. All students met the target and displayed significant evidence of achievement for the course learning outcomes. In the future, I would like to move up the timeline and deadline for the major honors projects around the

	college OneBook so that students are ready and encouraged to participate in other extracurricular honors activities outside of the class.
42	I have continued to add more DEI material, especially relating to Health Care Inequities. Performance is comparable to previous semesters.
43	I have offered students new and exciting ways to complete community service. Inquired with or school officials to find a king list of local, physical options for community service. Offered multiple different options for students to complete homework submissions: essay, pp, video/audio, poetry, music and other creative options. I allow for students to not only choose from several options for their final writing assignment, but also allow for them to choose their own topic in the form of essay or pp. I allow for students to complete additional community service in order to opt out of their final writing assignment.
44	I let students take the test twice since distance learning is stressful for the students when they are evaluated. Each test question comes from a test bank so each student takes a similar test to other students and the second attempt at the test is not exactly like the first attempt at the test. Most students from this eight-week class take the test twice and this action reinforce the positive action of continuous effort to improve. (New) This semester I used starfish to contact students who missed the first attempt of a test. This implies that the students must have been preoccupied to miss the test the first time.
45	I reassigned essays for students who did not meet the requirement, but they did not revise and kept the original grade earned. I need to come up with a policy that rewriting essays is not negotiable.
46	I tried new strategies and saw notable improvement in class performance when Visible Body content was added new to the canvas shell.
47	I was delighted with our course outcomes in this class; students were on task and interested in their course work. I was challenged by two students that stopped attending class without contacting me or responding to my email and phone calls and hope they are alright! I tried new strategies coming back into the face to face classroom by using Canvas as an informative homepage and will specify due-dates in upcoming courses. I think students were thrilled to be back on campus; the fact that they could stay home when they were feeling ill made all the difference since they could still participate virtually and by email. I also participated in the USC Race & Equity Training this fall, and we took a close look at certain assignments like our Commentary Survey on Credible Articles. That is the first challenging assignment for many students so we need to prepare more for it in future classes.
48	I will continue to challenge the students physically, as well as add content for those students continuing on to the next level.
49	I would like to find a way to incorporate more written assignments
50	I would like to integrate applications and projects more into the course.
51	Improvement from continuous 2nd chances.
52	In out come statements 1, 2, and 3. the 5 that is in the one column are students who gave up or did not drop the course and are considered inactive after the drop date. I am not counting those students in the results for target met.
53	In the future I am going to add more term topic discussions. I received lots of feedback that students enjoyed these even though there was a significant amount of work to post and respond to.
54	In the future, I would like to present a group project where they would apply inferential statistics to make decisions about data and have students present in class. I've been looking for ways to incorporate more projects in class, and I believe this would benefit students understand these applications a bit more.

55	In the new semester I will work on giving the student's more situations In which they need to compare data.
56	Incorporated elements: 1) equitable teaching and learning strategies 2) equitable content--i.e. texts, assignments, activities
57	Increase engagement Cover important study skills
58	<p>Much like my other 101 course, I felt that many of my students performed well on a timed writing examination, which I believe gave students some confidence early on in the course. I also feel that this assignment benefited students by giving them very specific targets to reach; moreover, because the assignment was in-person, nearly every student enrolled completed the assignment. I plan to revise some of my other rubrics to make our goals or points of emphasis clearer for each summative assessment, and I plan to continue to offer some sort of low-stakes timed writing early on in the course.</p> <p>As mentioned for my other course, I do hope that by utilizing an embedded tutor, I can give more students more support so that they persist in the course, meet deadlines, and get help if they are struggling with content.</p>
59	Need to continue working on creating more accurate assessments for SLO3. This semester I transitioned to a different style of presenting content in this asynchronous section, as well as slightly varied assessment methods. Continuing to work on content presentation as well as assessment methods. Also need to work on student outreach (personally & via Starfish) to reduce attrition with affected SLO 2 outcomes especially, since it was an end of term assessment used for this SLO.
60	Need to find new strategies to retain students late in the semester.
61	<p>One of the challenges for any summer course is the length of time we have to teach: just less than 5 weeks. Students, no doubt, find it very difficult to cover 18 weeks worth of content in that time, and it is reflected in the depth and detail of their work. Although I what I can to limit some content, I have to ensure that what students learn in my summer classes meets the standard and rigor of the 18 week courses. Thus, one major challenge that resulted in lower scores is simply the pace.</p> <p>Another challenge is the number of students who enroll in these classes: 55 students in my case. This is a great number of students for one teacher to manage, as I address 18 weeks worth of assignments in just 4.5 weeks, but for 55 students.3-4 assessment questions a week times 55 students makes for a lot of reading.</p> <p>That said, these are not challenges I can change personally alter, so I will need to to reexamine how I assess students, perhaps using less written assessments and more multiple choice question based assessments.</p>
62	One of these test was a take home and the problem on the other was an easy problem so next time I will look and the SLO's and give much harder problems.
63	One surprising take-away from this semester was how well many of my students performed on a timed writing examination. In that assignment, I had fewer gradations in my rubric, which I do believe gave students clearer goals to aim for in the assignment. I hope to replicate this more in the future.

	<p>While this class did meet the target goal of above a 70 percent pass rate, I do feel there are areas of possible improvement. Having spoken to a few of the students who just did not persist and continue attending, many of them simply had life events that made continuing difficult. I hope to have more conversation about support for these students so they know their options in terms of withdrawal from the course. I also will be using an embedded tutor for all of my 101 courses so that students are more aware of support available to them on campus.</p>
64	<p>Online format is not working for intro chem students. They are weak in math and generally are not disciplined enough to pay attention and follow direction on their own. Tutoring was offered and students did not use that option to make the outcomes better. For Fall 2023 chem 101 will not be offered online.</p>
65	<p>Other than the one student that was given an Incomplete, this group was involved and group more discussion-oriented as the term went on. I am going to switch out The Great Dictator out for Pan's Labyrinth in an effort to add in one more genre that has another world view.</p>
66	<p>Overall the class exhibited exceptional level of success in their assignments. There were a few who struggled with the fast pace of this late start class and did not submit some of the assignments. Instructor utilized regular communication with students as well as Starfish program. In other institutions I teach, it has been noted that some students fell behind during the covid pandemic and are struggling with the academic rigor of higher education. These students were repeatedly contacted for support and recommended to writing center and/or tutoring. No changes to class planned at this time.</p>
67	<p>Overall, my students did well this semester and met the target for each SLO. That said, a major challenge I encountered this semester, across all of my CHC classes, were students who simply did not submit their work, and thus, a number of them were not calculated in this raw data. To combat this I habitually sent reminders about upcoming assignments, I contacted students via email to check in with them when assignments were missed, often times with little to no response from the student, and I even allowed for students to make up assignments and submit the late, again, often with little to no response from the student.</p> <p>Aside from that challenge, in future classes I intend to create more distinct assessments to evaluate these SLOs, assessments other than Discussion Boards. That is, assessments that do not resemble weekly assignments. I have a hunch that more specialized assignments, perhaps worth more points, and perhaps with more digital requirements, that these might catch the attention of more students and more directly target the intended SLO.</p>
68	<p>This semester I even altered all of my SLO assessment assignments to more directly reflect the SLO.</p>
69	<p>Overall, this class had a high success rate in achieving the Student Learning Outcomes. Outcome # 4 was not met, as it was a low weighted assignment that many students chose not to submit, as it wouldn't affect their grade significantly. Again, there seems to be a theme of students focusing more on their GPA than the fun of learning.</p>
70	<p>Per the numbers, this class would be deemed "less successful" than when I taught it back in Fall 2020. However, I felt that I had much more student engagement this time around. I think this mostly due to a clearer attendance policy that was tied to graded in-class reflections and group work (as opposed to when I was teaching the course on Zoom in the early part of the Pandemic. Students were in most class meetings consistently throughout the term, which led to greater understanding of the material when they worked on their written assignments at home. I created new lessons for and practice with peer editing of papers, which led to more effective online peer reviews for the essays. In general, I could see a lot of student buy-in with the readings and</p>

	various kinds of assignments, as well as a strong rapport between students and with me, as well. Student writing and understanding of the content seemed stronger to me this term.
71	Perhaps removing some content from Math 102 if possible and add more basic skills needed to complete this course successfully.
72	Perhaps removing some content if possible could help.
73	<p>Both informal and formal evaluation instruments were used to provide evidence of meeting good learning outcomes, including group discussion, quizzes, midterm exams, final exams, written essays, group work, and synchronous ZOOM conferences. There are specific essay questions that address the SLO statements in these Likerts.</p> <p>Students demonstrated that they not only could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, and evaluate the purpose and impact of compositions but also create new conclusions and understandings not previously attained.</p> <p>An informal assessment of student satisfaction provided anecdotal evidence that almost all the students felt they learned a great deal because the class helped them appreciate and understand art at a more advanced critical thinking level.</p> <p>For future consideration, I will probably increase student interaction through more directed discussion, images to promote critical thinking / formal analysis, and assigned group activities. I will also encourage students to contact me during office hours and directed discussion meetings.</p>
74	<p>Providing a more practical approach to the introduction of Kinesiology rather than a theoretical aspect helps students determine career paths earlier in the students academic career I found.</p> <p>if was able to teach this course again, there was a new interactive website and textbook that the students may find more useful and interactive</p> <p>New strategies would be find new ways for students to engage with their classmates in group assignments when the course is strictly online. This was the main struggle I found this course even though the groups were randomly assigned and a discussion board was available for the students to communicate and pick their topics.</p>
75	<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <p>Try new strategies: Added a comprehensive review sheet in lab and iPads are used in the lab.</p> <p>Add content: Since we are back in person for the first time, there are more anatomical models,</p> <p>See notable improvement in class performance: Yes, students are more engage and used the iPads in the lab is noticeable.</p> <p>Identify any learning gaps: Students who were not as active in the class seems to not do as well.</p> <p>In future will you</p> <p>Try new strategies: Work with the STEM and Tutoring centers more.</p> <p>Make recommendations for content, assessment, or SLO modification: Will continue to encourage basic anatomy and physiology with the additional anatomical models that we have in the lab.</p>
76	<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none"> <li>• Try new strategies? Yes, with the addition of the iPads provided through the Strong Workforce Grant increase the student success.</li> <li>• Add content? review sheets were introduced in all labs by the lead faculty for this semester.</li> <li>• See notable improvement in class performance? Yes, more student interactions in the</li> </ul>



	<p>laboratory setting where SLOs are assessed.</p> <ul style="list-style-type: none"> <li>• Identify any learning gaps? Yes, some students have a tendency to interact with the iPad more. May have to release iPad time and more anatomical model time.</li> </ul> <p>In future will you</p> <ul style="list-style-type: none"> <li>• Try new strategies? Not for now. Will continue with this model.</li> <li>• Make recommendations for content, assessment, or SLO modification? Not at this point. Will continue to use the lab practical to assess the SLOs as all labs use the same lab practical for consistency.</li> </ul>
77	Reflection: Smaller weighted assignments aren't taken as seriously as the heavier weighted assignments and students are more likely to skip class those days (smaller weighted assignments). Students are focused more on GPA than learning.
78	Remove some College Algebra content if at all possible and add some more time for basic skills.
79	<p>SLO 5 is predicated on the student attending both of the school productions. This is done so that we can discuss the productions using the common language that we have been studying with regards to what makes a play. As is always the case, students choose not to attend, which is frustrating. This is a Theatre class, and, as such, part of the experience is the viewing of live performances.</p> <p>The rest of the assignments went very well. I need to explore options to raise awareness of the critique assignments.</p>
80	Small class size. The KVCR project needs to be simplified to have less variables.
81	Specifically for support, I would like to include more time for students to start assignments in class.
82	Spend more time of identities
83	<p>Strategies working well is the video aids provided by the certifying body for First Aid CPR to help students understand the material.</p> <p>New strategies I need to try in future courses is reaching out more to students who seem to not log in after 4 to 5 weeks into the class. The course is only 8 weeks and those students who stay in the class like the format, but overall grading is not reflecting positively for class average. I would like to make the certification mandatory, so more students engage in the hybrid format of coming to campus for one in class session to practice CPR technique and become certified.</p> <p>SLO Modification by adding: Attend in person CPR class to practice First Aid and CPR Techniques and evaluate skills prior to certification to be eligible to receive certification lasting 2 years.</p>
84	Students coming into the course had little to no knowledge of fundamental HTML and CSS and so struggled with some of the more complex aspects of web design. Either a reevaluation of requiring a pre-requisite course or a stronger focus on HTML and CSS fundamentals for this course should be explored.
85	Students excelled.
86	Students in the online section have submitted more assignments than in the in person class, anyhow the creative work of the in person section is stronger. Provide more examples of good compositions in the online section.

	Showing students good examples of previous student work has been beneficial in both sections of Multi-111.
87	Students may need more practice on interpreting descriptive statistics, applying methods of discrete and continuous probabilities to real-world situations, and apply inferential statistical methods such as confidence intervals and hypothesis testing.
88	<p>Students may need more practice on interpreting descriptive statistics, applying methods of discrete and continuous probabilities to real-world situations, and apply inferential statistical methods such as confidence intervals and hypothesis testing.</p> <p>IMPORTANT UPDATE: I accidentally inputted the SLO results from another class when I submitted this report originally on June 6, 2022. I am updating the SLO results for this class today as I realized my mistake. Thank you!</p>
89	Students may need more practice with understanding the meaning of and writing mathematical notation.
90	Students performed well in all categories and assessments. Consolidation of current course SLOs might be advisable as some of them share common objectives.
91	<p>Students strongest work was in SLO 3. This is often the weakest material for students. Seeing this result is great, because it means students understood the most difficult material in the course.</p> <p>Students struggled with SLO 2. This is medium difficulty material that takes place at the half-way point in the semester. A take-home homework or quiz on this assignment near the end of the semester will help students in the future.</p>
92	Supply a proctoring center to support outcome-based grading and no due dates/late penalties. Also, this method of SLO evaluation may not work for outcome-based grading. The math department should request a testing/proctoring center to support equity-minded grading practices in their PPR.
93	Switched to zero textbook this semester. Will continue to look for a high quality free textbook alternative.
94	Target Met! [name] runs a fine Honors Program with disciplined students.
95	Target met! Notable improvement with diverse activities: video assignments, group work activities, learning quizzes, exams.
96	<p>Target Met.</p> <p>PowerPoint Presentations were popular assignments and well liked by the students.</p>
97	The class size is too small to definitively identify any learning gap. More computer hardware may be needed.
98	The class size is too small to definitively identify any learning gap. The class may need to be a full-semester long instead of 8 weeks.
99	The course continues to run as designed and has resulted in students understanding the practice and content of Philosophy as a discipline.
100	The course pacing was more effective in the previous 8 week format. Recommendation is to go back to a 8 week scheduling for this course.
101	The course should be offered as a full-term instead of 12-week long.
102	The evidence of meeting good learning outcomes was derived from multiple formal and informal assessment instruments, including group discussion, quizzes, midterm exams, final exams, written essays, museum visits, group collaboration and synchronous ZOOM conferences. A specific essay question on the final addresses two of the SLO statements in the Likert.

	<p>Students demonstrated that they could identify works of art, describe classifications, analyze their significance culturally through comparison and contrast, evaluate the purpose and impact of compositions, and create new conclusions and understandings not previously attained.</p> <p>Apparently, students really enjoyed the class ...an informal assessment of student satisfaction provided anecdotal evidence that most students felt they learned a great deal because the class "opened their eyes" to the significance of art and art history. Many said it was their favorite class of the semester, some said their favorite ever.</p> <p>For future consideration, I will probably define the Essays to describe more specific areas of analysis to and possibly re-work the synergy and structure of the Group Work Assignment.</p>
103	<p>The findings this semester are not as good as I would hope. Although some of the low scores reflect assignments that students simply did not turn in, for example, SLO 4, although it shows 7 students obtaining a score of only 1, 5 of those were because assignments simply were not handed in, I do think alterations to the assignment questions would be helpful. As a result, I intend to create new assignments for the coming semester that more directly assess these questions. Rather than using quizzes, for instance, to gauge SLO, I plan to create a series of discussion boards that will allow students to both speak more broadly on these topics, quiz questions were just too narrow, while also allowing them a forum to discuss aspects of the topic with their peers that they may not have initially thought about.</p>
104	<p>The Honors Program is very successful! Kuddos to [name] for her incredible work.</p>
105	<p>The influence of a number of "adult" learners in this class had a very positive influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, the code, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class.</p> <p>In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about their progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.</p>
106	<p>The main issue reflected above was related to excessive absences on the part of students that did not meet expectations (of assessing 3 or higher). Inconsistent attendance hampered the ability of students to progress in line with my expectations, and those of our department at large. I utilize different strategies based on the needs and levels of each student in this course. In addition, I add content based on their interests - including songs that are tailored to their level and musical preferences.</p>
107	<p>The multiple check-ins throughout the semester really helped with the students this semester. I opened the modules every one to two weeks to allow students the opportunity to work ahead if needed. The flexibility was appreciated but not too many took advantage of it. I think it would be good to do this again and keep up with the 2-3 weekly announcements as well as the added "to-dos" I created. One thing that may help is adding low stake assignments that deal with the reading; maybe add some survey questions or even add my recorded lectures to PlayPosit to create formative assessments since most students appreciated the video assignments.</p>

108	The only students who did not succeed were those who really checked out of the course and stopped doing the work. Keeping students engaged seems to be the key. Those who remain engaged get A's or B's and master the SLOs.
109	The proposed action for Honor's component would be to create more meetings that are in a group setting so that the students in this component feel more connected with one another. More interaction occurred this semester, but I want to plan for group meetings and not just one-on-one so they have a connection with others in the program.
110	The question on one of my assignment asks for the student to search an issue (within the last year) where a civil liberties issue has been at stake. They have to do a good job of explaining why it is a civil liberties issue and why the article is relevant. Most have done well. I will not change how I move forward.
111	<p>The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric. Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>
112	<p>The students who were engaged all semester did very well and applied their knowledge to weekly discussions and critical thinking effectively.</p> <p>I would like to continue my class to complete a group project, but I would like the try and have the students create their own groups hopefully to see a better outcome of participation.</p>

	hardest challenge in the springs are students dropping out and completing partial of the work and then not finishing out the semester.
113	The summer course is asynchronous so I added more slides from the text publisher and added an article for the students to reach that falls in line with the chapter topic of the book. I made a requirement for the students to view all of the slides and take part in discussion before taking the quiz at the end of the week.
114	The target was met for each SLO. Short term classes have high success rates. This group performed better with group work activities than most classes, probably due to the lengthy amount of time we met each Monday and Wednesday, as it was an 8 week session.
115	The target was met. The smaller class size assisted in learning and success.  This class was on Zoom which made engagement difficult, but they enjoyed the combination of video assignments, breakout rooms, and lecture.
116	There is a high success rate in short term classes with a lower cap count. Additionally, equity is achieved with lower class caps.
117	There were 41 respondents. One person was neutral. I'm considering getting rid of the scale and just making this a yes or no question.
118	These are adult school dual enrollment students. We changed the course to the full semester and I noted improvement in scores for projects and attendance. I changed an assignment to reflect their current level of ability. I saw notable improvement in attendance and completion of projects by demonstrating the projects in person. I will try recording my demonstrations so that they can replay them.
119	This class allows for diverse texts and much critical thinking. No changes.
120	This class did a wonderful job in taking up the design mantle as we were bouncing from one classified tech to another. While not intended, their work was put into productions with style. This was a hands-on class, which made it possible. The amount of practical experience they garnered was great for their resumes.
121	This class did well achieving these SLOs, however we did not achieve our targets as the class was small, and two student only turned in 1 assignment and therefore failed the course, but the others excelled. This summer I added reflection prompts, guided mediations and dimensions of health assement tools to help student develop and health and fitness goal during the course and beyond. Students responded well to this, commenting on how they will continue many of the practices even after the course conclusion.
122	This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community.
123	This class had lowest rate of level 3 & 4 (# of Students Meeting SLO Rubric) based my teaching experience at the college. I need to observe future classes in order to identify any learning gap.
124	This class originally had 20 students enrolled but almost half dropped once they realized nutrition for fitness and performance relies heavily on sciences and some math. The students that did remain in the class were athletes, fire science and those trying to make lifestyle changes. These students did extremely well. They interacted heavily with each other and discussion boards, asked questions and stated they left the class empowered to achieve their nutrition and fitness goals safely and effectively. I think in the future the description might include that this focuses on the scientific research and theory as opposed to non- scientific advice.

125	This class was given the opportunities to revise writing responses to earn points and this proved to be a valuable way to help students increase their writing comprehension. Along with this, students were provided good models for writing to evaluate and critique, which also helped students identify strong components of clear writing and problematic areas of weak writing. The discussions about writing this semester proved to be very valuable to helped improve student performance from the beginning of the semester to the end of the semester.
126	This class was with the ETH-132 students. This class had eager students who were engaged in learning about Latinx identity. I want to improve by adding more involvement in the discussion through group collaboration. Also, I will be adding a timeline project I believe will enhance student understanding of the historical aspects of social change for the Latinx community.
127	<p>This course was a 15-week late-start online course. Other than the information stated below, this class tended to perform significantly lower in all assessments than the 17-week online courses.</p> <p>The SLO Rubric showing here is incorrect. The mathematics department's rubric score of 4 should represent students who score 80-100%, followed by a 3: 70-79%, 2:60-69%, and 1: below 60% on any SLO being assessed. This is the rubric used for these students. The department's met target is 65%.</p> <p>To help alleviate students feeling as if they have to read and learn course content on "their own" this semester I utilized PlayPosit. Incorporating my lecture videos into this program allowed me to deliver course content differently for my online classes. Lectures were assigned and completed through the use of PlayPosit. This is a low stakes assessment where students are able to check their own understanding of course content as they watch, take notes, and follow along the video by completing the video's embedded questions.</p> <p>When comparing the scores from students who completed both the PlayPosit Lecture Video and the Lecture Checkpoint (Quiz) scores that covered this SLO, students who scored above 60% for the PlayPosit Lecture Video scored a 3 or 4 on the SLO rubric.</p> <p>Students who dropped the course prior to the checkpoint were not assessed on a given SLO.</p> <p>A major concern for me is the vast amount of students who drop the course, stop trying, or disappear throughout the semester despite my efforts to communicate to all students that my ultimate goal is their success in order to obtain their educational goals.</p> <p>Within my online courses, students continue to drop, stop trying, or disappear despite them receiving communications in CANVAS/PRONTO/email throughout the semester about the help/resources available to them within the course and through Crafton Hills College. Other than making myself available to students in these online classes both virtually and in-person, they also have embedded tutors virtually available to them throughout the week and weekends.</p> <p>It is important to note that students who successfully complete the course have said the course was set up as if they were in an in-person course. They have indicated the lecture resources, support material, and videos within the modules helped in their understanding and ability to complete weekly assignments and resources available were necessary and helped them be succeed in the course.</p>

128	This is a very useful method of evaluating the effectiveness of the teaching strategies and communication between the teacher and students which should be continued since it helps the teacher adjust his/her teaching methods to better the learning outcome of the students.
129	This late start section had a higher proportion of low grades: students who just stopped doing the work (or really never started). It is not that I am teaching the SLOs differently. This is just a different crop of students in the late start section, with different motives and expectations.
130	This non-credit course is always well received. Student taking the class select it many times as they have a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans. This summer I added cooking videos of myself preparing plant based foods for students to "cook along" with.
131	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planned slow transitions to a significantly reduced meat diet. In spring I added additional commercial websites to help students find and try plant based products and added plant based eating for athletes and those looking to weight lift. This was well received and I will continue to keep this module in the future to attract more athletes to the class and disspell the myth that one must eat meat to be able to compete. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
132	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
133	This online cardio class was incredibly successful, particularly because this quarter we focused on "at home" workouts with common item and how to use hiking in local areas as a way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 75% which is equal to in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.
134	This particular course did exceptionally well. I did feel that there was a greater sense of teamwork and camaraderie within the course, which I think could be attributed to generally higher attendance. I wonder if courses a bit later in the afternoon tend to do better than those early in the morning. I hope to replicate this more in future classes, perhaps with more collaborative work and by including an embedded tutor in the course.
135	This semester I utilized the SLO rubric which based on the grading for each example, shows some drastic improvements that need to be addressed. Both SLOs that didn't meet the target were initially measured at midterm, however, there were similar assessments on the final summative exam which measured the same outcomes with better results because students were able to take the feedback from the midterm and make the appropriate corrections. I however would like to use this data to make adjustments to instructions and improve the above results.
136	This set of students outperformed the other set in the same section. I am unsure as to why this was, as they were all in the same classroom hearing the same instructions. Test scores were comparable, but the participation in viewing productions was different. I think I am going to offer a small bonus if they can recognize when the productions are.

137	This time around I changed the structure of what was taught and had a higher rate of assignments completed. I will carry this forward. I also offered an externship that I might make mandatory next time.
138	This time around I focused on redoing some of the later sections and expanding it to use more technology. This seems to work great as the third SLO was reflected as the strongest by the class. I ending up having more time for review available later in the class and I want to use this extra time to really spend more time on the probability section of the class. I always feel like I don't have enough time for it but I end up being able to finish up the class comfortably. This next semester I'm going to try to devote entire days just to working on the probability concepts without having to introduce anything new.
139	This was a brand new course this semester. I offered a textbook free course including numerous materials that were intriguing, interesting and simple to navigate. I give the option for community service with the option to opt out of the final writing assignment with the inclusion of additional community service hours. I will be researching additional textbooks for additional reference purposes as well as videos, articles and reference material.
140	This was a brand new course this semester. I offered a textbook free course with excellent pp's, reference material, videos and other outside sources for an excellent learning experience for students. I allow students to submit their work in multiple formats, essays, pps, video/audio, poetry, music and other creative formats. I allow for students to choose from a list of interesting topics for their final writing assignment as well as offer the opportunity for them to choose their own topics in the form of essay or pp. Students can complete community service with the ability to opt out of their final writing assignment with additional community service. I will seek additional textbooks and information to further add to the resources for the best learning experience possible.
141	This was a small class and it benefited students to get more one-on-one help and prepare better for the assessments. students were able to do group study session and use extra time in lab and outside of class to prepare. Use of study groups will be implemented in future semester based on the results of this group.
142	This was an eight week a face-to-face class. I supplied a skeletal handout packets that outlined the lectures so the students focused their time writing down calculations, important processes and solutions to content discussion questions instead of trying to down background perspectives that led to the content discussions. I also filled the canvas shell with the video lectures used for a non face-to-face class and many students voiced that they where viewing the lectures before class and also after class to reinforce their understanding. I also used the canvas shell when students turned in their work, this made grading late work easier to manage. I had a process for students to make test corrections and possibly move up old low test scores. The test correction policy was a way to demonstrate good study skills to do before taking a test. I would look at the students test corrections only if they passed the next test, thus demonstrating they were able to apply their new study skills process. The eight week summer pace is challenging for the students and I believe some of the strategies above kept them on task with optimism and understanding that the focus was always on the students trying to find a way through the course that worked for them.
143	This was my first time teaching trigonometry at any college/university.  For graphical literacy, now that I am more familiar with teaching the material, I will include more hands-on interactive lessons on graphing equations using Desmos to improve performance.  As for trigonometric equations, because I was behind schedule, I only touched on them for one



	<p>day, and did not have time to cover it before the final midterm. Thus my students ended up ignoring this content, and mostly skipped the corresponding question on the final. I will devote more time in class on this topic next time I teach trigonometry.</p>
144	<p>This was one of the most successful acting classes that I have ever had. I implemented some changes to the activity schedule, such as the accent exercise, and was able to build a better skill set for the student actors. We also emphasized the opening assignment of individual video clips to get a common language as to what each student thought good acting was, which served as a through line for the rest of the term.</p> <p>The initial group stayed more stable throughout the term, so I think that I will continue this structure.</p>
145	<p>This was one of the worse sections I have ever had for this course: the number of Fs exceeded the number of As.</p> <p>They had the fewest posts, the lowest number of submitted essays, the most missed quizzes.</p> <p>I hope this section does not portend the future.</p>
146	<p>We have few people in the class and need to find additional sources for students to do the work required to put on the productions at CHC.</p>
147	<p>With near 90% success on most SLOs, I plan to continue using the lessons and assignments I have in place.</p> <p>I may re-word some of the SLOs to better align with the assignments and combine those that use the same assignments for measurement purposes.</p>
148	<p>With respects to SLO 4, this SLO is assessed first, and I have a suspicion that students are adjusting to class expectations, and as such, perform weaker. I believe it would be to their benefit if I spent more time looking at that content prior to assessing them on it, while also altering the assessment type. Currently, I use a quiz, but it might be better to broaden the questions asked and have them engage in a class discussion via a discussion board. Doing so would allow students to broaden the scope of their responses and allow me to assess a broader range of knowledge.</p>
149	<p>With the class being long, I would often have student's burnout. I often had to try new strategies to keep students attention and interest. For the new semester I will try to create more active learning strategies to keep students engaged and challenged.</p>